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ABSTRACT

The "ERIC/CRESS News Letter" disseminates current information pertaining to ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) scope areas--American Indian, Mexican American, migrant, outdoor, and rural education and small schools. Three issues of the newsletter published during 1973 are compiled in this publication. Articles in the first issue are: "The Hispano and New Mexico Education"; "A Cultural Research and Information Center"; "Teacher Guide Book to Aid Navajo Language Instruction"; and "Issues in Rural Education: Innovation". Among the articles in the second issue are: "Issues in Rural Education: Student Needs"; "Directory of Computer-Readable Data Bases"; "Teaching Spanish Is Unharmful to English Mastery"; and "Computer Bibliography Service". "The Sixteen-Point Program", included in the third issue gives each point and the most recent action taken on each point. Also included is "Issues in Rural Education: Student Transportation", a brief overview of bus routing in rural areas. The article "have you TRIEd lately?" is included in each issue. This article lists selected publications in each of CRESS' scope areas which have appeared in "Research in Education" (RIE) in the February through August 1973 issues. (NQ)

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News Letter

Volume 8, Number 1

Spring 1973

Denise Marie DeValle, Editor

THE HISPANO AND NEW MEXICO EDUCATION

by

Gilberto Benito Cordova

Director, Cultural Research and Information Center
for the State of New Mexico

A School 100 Years Ago

In 1864, the little New Mexico hamlet of Las Placitas hired its first school teacher; he was Senor Martinez, an illiterate mestizo who was outstandingly well qualified for the new job. He had been carefully selected for the position by the school superintendent, Juan of Tecolote, who also could neither read nor write his own name.

Juan of Tecolote and his apprentice shared a basic philosophical maxim: "Make the family mind," and its meaning applied to wives as well as children: Obedience, a major virtue, was not only taught but reverence for the old people was insisted upon. Both Juan of Tecolote and Martinez were strong believers in hard work, and thus the choice for superintendent and teacher was hailed by all Las Placitas inhabitants.

The school was a one-room adobe structure with a single door, a small window, and a dirt floor upon which squared-off tree stumps had been regimentally arranged. In the cool early hours of the morning when all the students arrived, they lined up in front of the school entrance to sing an alabado, a hymn of praise to God. Finishing the alabado, the students marched inside, each carrying under their arms two sticks of wood for the fireplace; but none took to their seat until they had discharged their morning obligation: kneeling in front of their master, each, one at a time, received a blessing. Now the class could start.

The teaching curriculum of Senor Martinez consisted of vocational and moral training. The former was comprised of instructions in applied crafts to aid students in improving their execution of domestic skills. Children brought roasted blue corn as well as their metates and manos, grindstones, so they could receive training in the most efficient method of preparing corn meal.

Ethics was the most important aspect of education at Las Placitas, and the one to which the most time was devoted. The teaching of ethics was accomplished by gently dipping the student into the River of Tradition and bathing him in the ever-flowing, fresh fragrances of the wisdom of the ancient proverb or dicho.

By repeated recitation of the proverbs, Senor Martinez was able to plant, and eventually to cultivate, values contained in the immortal messages. So successful was the method that for many years after the

death of Teacher Martinez, his students still remembered and patterned their lives by the proverbial instructions given to them by their wise teacher.

The following are some of the little gems:

This verse taught fortitude:

**Todo fiel cristiano
Esta muy bligado
A comer a lemita
Y aguantar cayado.**

This one love of beauty:

**En una redoma de oro
Triago almendras de cristal,
Para darle cuando lloro
Al pajaro cardinal.**

And this one a spirit of reverence:

**Que lucido resplendor,
El de la Virgen Maria
En aquel dichoso dia,
Cuando nacio el Redentor.**

There are many, many other verses. All beautiful and all cultural laws in the nutshell of do's and don'ts that could be easily remembered by the little children and by adults.

As is becoming obvious, the moralistic and religious aspect of education received a major share of the students' and the teacher's attention. Today, some old-timers still attest to the benefit of this methodology by pointing out that the Territory of New Mexico did not feel the need for a penitentiary until 1882—three years after the arrival of the railroad.

A Hispano Eye View of Education

The importance of this now bygone education system and methodology is apparent even from the cursory case study presented here. This example challenges slanderous past statements to the effect that Hispanos historically neither welcomed nor sought education "until it was forced upon them" and demonstrates the effectiveness of a now-discarded system; for clearly Senor Martinez was indoctrinating or educating his students in the ways of becoming good Hispano citizens.

It is well worth the effort here to contrast this now abandoned methodology with that of the contemporary educational scene. One contemporary method is exemplified by the boarding school. In the training environment of the boarding school, the child is totally removed from the influences of his parents (for example, the reservation Indian and the mission boarding school) and educated in a milieu of professionals

whose primary concerns are cosmopolitan, seldom acknowledging provincial needs. At the present, most Hispanos or Mexican Americans in the Southwest are, of course, unable to attend boarding schools, so that they must settle for "second best": Educators are brought into the little community; or even better, the little community school is abolished and children hauled off to a consolidated school in the distant city to receive "better" schooling.

Ironically and paradoxically, it is those few Hispanos who eventually complete the current educational program who are the most unfit to return to their little community; for during the long years of mastering the system, they have been excluded from the benefits of the natural enculturation cycle. In fact, they are taught almost everything except those basic principles needed for functioning, socializing, and existing in a Hispano and Mexican American world. Now when they return to their original communities, they are wandering foreigners visiting blood relatives to whom they are strangers.

**A Cultural Research and Information Center
by**

Gilberto Benito Cordova, Director

The birth of the Cultural Research and Information Center of New Mexico resulted from convictions shared by a large number of state educators, planners, and the Lieutenant Governor that there was a need to establish a program responsible for the development of inexpensive and easily available Hispanic bicultural resources in a teaching format. It was also thought that the center should directly sponsor and subsidize an ethnographic gathering component for the purpose of insuring future scholars of having raw and fresh materials for diachronic, comparative ethnographic analysis and development. Furthermore, it was believed that the center should explore the feasibility of and make every effort to establish a scholarly Hispanic journal to function as a publication outlet for scholastic research, reflecting aspects of past and contemporary Hispanic culture throughout the Southwest.

Because of a deep desire "to do something" about the bicultural education vacuum, the Cultural Research and Information Center (CRIC) was established. The center has been in operation for one year. Coordinated efforts have been made to extract and verbalize from the apparent problem a statement of purpose and philosophy and to transcribe reasonable and feasible goals, objectives, and priorities. Listed below are some of the major goals and objectives agreed upon by the CRIC staff:

To develop and use ethnic studies materials.

To develop new and more reliable resource materials either through the activities of the staff or through qualified individuals or other ethnic studies institutions and centers or groups that are oriented to Hispanic cultural heritage.

To develop a coherent and systematic method of location, organization, and dissemination of bicultural resource materials.

To develop innovative presentations and designs for ethnic and bicultural resource materials.

To develop an increased public awareness for preservation of ethnic materials and traditional life styles.

To make ethnic resource materials easily available to educators who directly or indirectly include bicultural students.

To make Hispano resource materials easily available to educators who so desire the materials.

Much still remains to be done, and CRIC sincerely welcomes the assistance of anyone interested in aiding in the development of an ongoing program to nourish and preserve a most harmonious dimension of man—the Hispanic culture.

"LaRaza In Films"

Published by the Latin American Library, "La Raza In Films" is a listing of film and filmstrips and is a directory of distributors and producers. Topic areas that are covered include: background information on Mexico and Latin America, the Spanish speaking in the United States, and the Third World in Latin America.

A complimentary copy may be obtained by writing to:

"La Raza In Films"
Latin American Library
1457 Fruitvale Avenue
Oakland, California 94601

A microfiche copy (MF) or a hard copy (HC) may be purchased from ERIC Document Reproduction Service (EDRS) by writing and requesting by number ED 065 245, "La Raza in Films," and by enclosing the payment of either \$0.65 (MF) or \$3.29 (HC) to:

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**Teacher Guide Book to Aid Navajo Language
Instruction**

The Navajo language teachers of Rough Rock (Arizona) Demonstration School are working on a comprehensive Navajo language arts guide. When put into classroom use, the guide will be used by teachers in planning lessons. Depending upon the students' ages and abilities, the teacher may select any of a series of study plans.

The planned curriculum is expected to enable Navajo language-learning to advance more rapidly. By using the guide, teachers will be able to chart the progress of the students; and because the teachers will be aware of the amount of information the students have received in any area of instruction, they will be able to avoid unnecessary repetition.

Rough Rock and other schools are producing many books, pamphlets, story collections, and other Navajo language materials for use at all age levels. These materials, combined with the teacher guide, will be a complete teaching tool for Navajo instructors. Teachers will only need to use the lesson book to extract the materials they wish to use.

The guide will enhance the teacher's ability to help the student benefit from his learning experience. The ultimate goal of the guide is to train more people to think creatively in the Navajo language, which in turn will lead to a greater appreciation for the Navajo language.

This News Letter was prepared pursuant to a grant with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

have you TRIEd lately?

Scan the following title list of selected publications that have been announced in the February (F), March (M), and April (A) 1973 issues of ERIC's **Research in Education (RIE)**. When you see a title of interest to you, consult the appropriate issue of **RIE** for the corresponding abstract. **RIE** also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication is not available

in microfiche or hard copy from ERIC Documents Reproduction Service, an alternative availability will be cited.

If you have no access to **RIE** through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning **RIE**.

American Indian

- ED 067 996: Short-Term Training Program. The American Indian Student in Higher Education. (F)
- ED 068 210: A Compendium of Federal Boarding School Evaluations. The Education of American Indians, November 1969, Volume 3. (F)
- ED 068 211: Field Investigation and Research Reports. The Education of American Indians, October 1969, Volume 2. (F)
- ED 068 212: The Organization Question. The Education of American Indians, November 1969, Volume 4. (F)
- ED 068 230: Navajo Community School Boards Speak Out: A Summary of Navajo Thought About Education. Navajo School Board Training Project. (F)
- ED 068 237: Off-Reservation Boarding School Project (ORBS Project). Research and Evaluation Report No. 11. (F)
- ED 068 246: Effective Teachers of Indian and Eskimo High School Students. (F)
- ED 068 257: A Review of Indian Education in North America. (F)
- ED 068 266: American Indian Enrollment in Classes for the Educable Mentally Retarded and Educationally Handicapped. (F)
- ED 068 267: Northern Indian California Education Project; An Analysis of Responses by Practicing School Psychologists on a Pre-Questionnaire. (F)
- ED 068 384: United States History: From Community to Society. Unit One: Indian America Before White Settlement. Grade Six. Project Social Studies. (F)
- ED 069 444: The Indian Adolescent: Psychosocial Tasks of the Plains Indian of Western Oklahoma. (M)
- ED 069 447: Report on Tewa Portion of Trilingual Program at San Juan Elementary School, 1971-1972. (M)
- ED 069 453: The Haskell Transition Evaluation. Research and Evaluation Report. No. 7. (M)
- ED 069 465: Indian Education and the Federal Government. (M)
- ED 070 051: The Relationship of Self-Esteem and Variables Associated with Reading for Fourth Grade Pima Indian Children. (A)

- ED 070 118: Speech Communication Education and the American Indian: Challenges and Contrasts. (A)
- ED 070 310: Bibliography of Nonprint Instructional Materials on the American Indian. (A)
- ED 070 541: Cross-Cultural Study of Cognitive Development on the Pine Ridge Indian Reservation: The Pine Ridge Research Bulletin No. 11, 1970 (A)
- ED 070 543: Historical Perspectives of Federal Educational Promises and Performance Among the Fort Berthold Indians. (A)
- ED 070 544: The First Indian Bilingual Projects. Title VII Meeting: A Report. (A)
- ED 070 547: An Annotated Bibliography of Young People's Books on American Indians. Indian Education Curriculum Bulletin No. 12. (A)
- ED 070 557: Evaluation Report of the Special Scholarship in Law for American Indians. (A)
- ED 070 559: Information Needs to Support an Evaluation Process for Bureau of Indian Affairs Educational Programs. (A)

Mexican American

- ED 067 513: Hearings Before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary House of Representatives. Ninety-Second Congress: Second Session on Reports of the U. S. Commission on Civil Rights on the Education of the Spanish Speaking. (F)
- ED 067 749: Mexican American Education in Texas: A Function of Wealth. Mexican American Education Study IV. (F)
- ED 067 750: School Finance Reform in Texas. A Report to the U.S. Commission on Civil Rights Prepared by the Texas State Committee (An Official Advisory Committee to the Commission). (F)
- ED 068 218: Access to College for Mexican Americans in the Southwest. Report of Action Conferences, July 31-August 4, 1972. Southwestern Committee for Higher Education, Survey No. 6. (F)
- ED 068 221: Reading Achievement of Lower Socio-economic Level Mexican American Students. (F)

- ED 068 222: San Francisco Bilingual-Bicultural Education Project for Spanish/English Speaking Children. Final Evaluation Report: 1970-71. (F)
- ED 068 234: The Spanish Texans. (F)
- ED 068 236: Situations and Language: A Sociolinguistic Investigation. Final Report. (F)
- ED 068 242: Bilingual-Bicultural Development for Spanish, English and Indian Speaking Children in a Southwestern Multicultural Environment. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico. (F)
- ED 068 243: Region One Bilingual Education Project. 1971-1972 Final Evaluation Report. (F)
- ED 068 256: Rationale for Bilingual Education in South Texas. (F)
- ED 068 592: Black/Mexican-American Project Report. (F)
- ED 069 445: A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans, and Multi Ethnicity. Volume 1. (M)
- ED 070 081: Comparison of Standard English Patterns Produced by Head Start Participants and Comparable Children with No Head Start Experience. (A)
- ED 070 545: The Study of Mexican American Education in the Southwest: Implications of Research by the Civil Rights Commission. (A)
- ED 070 546: Selected Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1972. (Advance Data from March 1972 Sample Survey.) Population Characteristics: Current Population Reports. (A)
- ED 070 550: Attitudes Toward Bilingual Education: A Study of Parents with Children in Selected Bilingual Programs. (A)
- ED 070 552: A Resource Manual for Implementing Bilingual Education Programs. (A)

Migrant

- ED 068 207: Poverty on the Land — In a Land of Plenty. (F)
- ED 068 214: Arizona's Migrant Child Education Teacher Exchange. (F)
- ED 068 241: 1972 Migrant Education State Evaluation Report (North Carolina). (F)
- ED 068 250: Money for Migrant Children: A Compilation of Federal Funding Sources for the Children of America's Seasonal Farm Workers. (F)

- ED 068 904: Florida Agricultural Migrant Right-to-Read Program: A Suggested Set of Objectives. (M)
- ED 069 449: Health Services for Migrant Children. (M)
- ED 069 460: Statewide Conference on Migrant Education (State University College in Geneseo, New York, July 8, 1971). (M)
- ED 070 553: A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children. (A)
- ED 070 554: Texas Child Migrant Program. Migrant and Preschool Programs. (A)
- ED 070 565: State of California Migrant Services Program. (1970). (A)

Outdoor

- ED 068 310: Sixth Grade: Fall and Winter Curriculum Guide. (F)
- ED 068 367: Fourth Grade: Late Fall and Early Spring Curriculum Guide. (F)
- ED 068 368: Fifth Grade: Winter and Spring Curriculum Guide. (F)
- ED 070 588: 200 Outdoor Science Activities, A Classroom Extension. (A)

Rural Education

- ED 068 215: The New Rural Society. (F)
- ED 069 082: Designing Instructional Programs in a Sparsely-Populated District. (M)
- ED 069 327: Research Information for the Educator to Meet the Educational Needs of Utah's Children; Technical Assistance Information Service, Interim Report. (M)
- ED 069 452: Rural Alaskan Schools: Educational Specifications. Reprinted September, 1971. (M)
- ED 069 964: Documents on Rural Development and Rural Education. (Representing Documents in the Library of the Regional Office). (A)
- ED 070 054: A Field Study of a Rural Ungraded Primary School with a Statistical Analysis of Reading Achievement and Personality Adjustment. (A)
- ED 070 194: The School Finance Reform Movement: Implications for School Business Administration. (A)
- ED 070 516: Head Start Psychological Services in a Rural Program. (A)
- ED 070 562: Development of a Problem Solving Capability for Rural School Districts. Final Report. (A)

Small Schools

- ED 068 233: Small Secondary Schools Administrative Manual. (F)
- ED 068 252: The Big Picture on Small Schools. (F)
- ED 070 561: Valuing Employee Benefits by Teachers of Small Schools. (A)

National Policy-Planning Meeting for Rural Education

The National Federation for the Improvement of Rural Education (NFIRE) will be conducting an invitational conference/workshop at Spring Green, Wisconsin, from 16-18 August 1973 to develop a policy statement on the direction of rural education appropriate for the foreseeable future and strategies for influencing the implementation of such policy.

The following areas and their effect on rural education were identified as areas of concern by the planning committee:

1. values of rural America (changing—static),
2. environmental/ecological concern,
3. political considerations,
4. sociological encounters,
5. psychological needs of rural youth.
6. economic trends which will influence rural development.

A result of this conference/workshop will be the publication of a policy statement which will serve as a focus for future developments in rural education.

For further information, please contact:

Frank L. Heesacker, Ed.D.
President, NFIRE
Littlerock School District No. 332
Littlerock, Washington 98556
Telephone: (206) 352-7400

ERIC Wants You

Of course you would like your work to be well known; we all would. ERIC is making it easier for you to do so. ERIC will review your paper for its inclusion into the ERIC system. If selected, your document will be announced in **Research in Education (RIE)** and will be available in any ERIC microfiche collection (unless restricted by copyright, etc.) ERIC is interested in a wide variety of material: project reports, program descriptions, educational dissertations, theses, curriculum materials, and any other innovative or original research related to education. To submit a document, send one (two if possible) clear copy (suitable for xerox reproduction) in care of:

Supervisor of Acquisitions
ERIC/CRESS Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003

Directory of Spanish Speaking/Spanish Surnamed Librarians

Dr. Arnulfo D. Trejo is in the process of revising the "Directory of Spanish Speaking/Spanish Surnamed Librarians in the United States." He is requesting that you send your name, library, position, and address to:

Dr. Arnulfo D. Trejo
School of Library Science
The University of Arizona
Tucson, Arizona 85721

Minorities and Career Education

The first book to discuss career education from the perspective of minority groups has just recently been published. **Minorities and Career Education** is a 123-page paperback which is available for \$2.80 from:

ECCA Publications
2425 N. High Street
Columbus, Ohio 43202

Issues In Rural Education: Innovation

by

Patricia Stans

ERIC/CRESS Research Associate

Do rural educators recognize the need for innovation? This question is really two questions in one. First, is there a need for innovation in rural schools? If such a need exists, then it is reasonable to ask whether rural educators recognize that need.

Many educational professionals today are interested in the implementation of innovations in the schools.

Much information and assistance is available to individual school superintendents and principals considering the use of an innovation in their schools. However, the responsibility of the superintendent or principal begins long before he requests assistance in implementation.

Guidelines for the principal may be set forth as a series of questions:

1. Is change necessary because of a problem of a general nature or because of a need for improvement in instruction? It is necessary for a principal to determine whether there is a need for a change in his school. The fact that all other principals in a district have initiated innovations is not a valid reason for an individual principal to innovate.
2. Which changes might possibly improve the situation? The principal must guard against the tendency to want the very newest ideas in his school. It is possible to use different approaches to the solution of a problem, and all possibilities should be considered.
3. Are necessary resources available? If the principal decides to implement an innovation, he should determine what resources are available, including faculty, facilities, and materials. For example, do the teachers have adequate training, or can provision be made for training them?

The most important question for rural principals is:

4. Is the change reasonable for my school? Some innovations tested in urban schools are not easily adapted to rural schools.

Answers to these questions may lead the principal to the best solution for his particular situation.

Mail List Changes

In order to insure your receipt of the **ERIC/CRESS News Letter**, please help CRESS keep the mail list files current. If you have had a recent change in address, are receiving multiple copies, or no longer wish to receive our newsletter, please return the address label on this newsletter along with your new address or request for deletion from our mail list to:

ERIC/CRESS
Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003

**ERIC Clearinghouse on Rural Education
and Small Schools
Announces the Availability of:
INDIAN PARENT INVOLVEMENT IN EDUCATION:
A BASIC SOURCE BOOK
and
SLIDE/CASSETTE PRESENTATIONS
by**

J. E. Biglin

Source Book:

The book is designed for practicality and is prepared especially for parents of American Indian children. The primary objectives are to provide basic information regarding the operation of Federal and public schools, to provide practical suggestions on how the parents can become involved, and to provide guidelines by which the parents can better prepare their children for success at school. Topics include duties of administrators, school-services, funding, curriculum, parent-teacher relationships, "home start" principles, and a self-help guide in developing a behavior modification program at home.

Price: \$1.95

Slide/Cassette Presentations:

"Help Begins at Home": A presentation designed to provide American Indian parents with practical suggestions in regard to preparing their preschool children for a success at school.

Time: English--17 minutes

Price: \$10.95

Navajo--30 minutes

*Other Indian languages

"Passing of the Sun": A presentation which provides information concerning school operations, administration, and parental involvement with the school.

Time: English--17 minutes

Price: \$10.95

Navajo--30 minutes

*Other Indian languages

*Available on special order basis.

The source book and slide/cassette presentations are available from:

Northern Arizona University
Box 5774
Flagstaff, Arizona 86001

**American Indian Education
A Selected Bibliography
(with ERIC Abstracts)
ERIC/CRESS Supplement No. 3**

This bibliography contains abstracts of documents cited in **Research in Education (RIE)** from July 1971 through September 1972 and citations (some annotated) from **Current Index to Journals in Education (CIJE)** from July 1971 through September 1972. This document is the third supplement to ED 031 352, ED 048 961, and ED 058 980.

For further information contact
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

**Outdoor Education
A Selected Bibliography
(with ERIC Abstracts)
ERIC/CRESS Supplement No. 2**

This bibliography contains abstracts of documents cited in **Research in Education (RIE)** from April 1971 through September 1972 and citations (some annotated) from **Current Index to Journals in Education (CIJE)** from January 1971 through September 1972. The previous bibliographies are ED 037.285 and ED 055 702.

In addition to outdoor education, the areas of conservation education, recreation, ecology, and natural resources are represented. Types of materials include research reports, program descriptions, instructional materials, and teaching guides.

For further information contact
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Research in Education (RIE) Price Change

The yearly subscription price for **Research in Education (RIE)** has been changed:

\$38.00 domestic subscription (subscription includes 12 issues)
\$47.50 foreign subscription
\$ 3.25 per individual issue (domestic)

If you do not already subscribe to RIE, send check or money order to:

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U.S. Government Printing Office
Washington, D.C. 20402

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Education and Small Schools
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

News Letter

Volume 8, Number 2

Summer 1973

Denise Marie DeValle, Editor

Issues in Rural Education: Student Needs

by

Patricia Stans

ERIC/CRESS Research Associate

Are schools meeting the needs of rural students? This question is basic to rural education today. To answer the question, the specific needs of rural students must first be determined.

Much work has been done in the area of needs assessment for urban students, particularly the inner-city youth. The crisis situation in the inner-city schools has precipitated many of these research efforts. However, since the situation in rural schools has not yet reached crisis proportions, only a moderate amount of research is being done in rural areas. More attention should be directed to rural youth now while there is still time for sensible planning without a need for excessive haste.

This attention should first be directed toward showing that rural students do have unique needs. Since a great amount of data is already available from urban areas, a look at rural-urban differences might be a profitable first step toward understanding the needs of rural students.

As a second step, the training provided by the schools to help students achieve their goals after graduation might be examined. Some students from rural areas move to the city seeking better job opportunities. Do rural schools provide the experiences necessary to help these people survive in an urban environment? Do the schools provide the training necessary to help these people compete in an urban job market?

Some students decide to stay in the rural community. Are these people trained in the skills needed in their community? Are the schools providing this very necessary training?

Other students from rural areas are interested in post-secondary education. Are they aware of the opportunities for such education? Have the schools provided the required academic experiences?

A few students will follow other avenues leading to the attainment of their goals. Are these people aware of the opportunities offered by civil service, military service, and other organizations?

The answers to the above questions should give some direction to the search to satisfy the specific needs of rural students. Research studies must be directed toward determining those needs, and school programs must be directed toward meeting those needs.

Director of Computer-Readable

Data Bases

A directory of commercially available computer-readable bibliographic data bases has been compiled by a committee of the American Society for Information Science.

The directory contains the results of a survey of United States and foreign organizations. Fifty-five of the organizations (40 in the U.S. and 15 in other countries) provided completed camera-ready forms describing 81 commercially available, machine readable data bases that contain bibliographic information about published literature.

The following types of data are presented for each data base:

1. Name
2. Frequency of issue and time span covered
3. Organizations and individuals who can provide information on the data base (journal articles, reports, patents, monographs, etc.)
4. Methods used for indexing, or other types of subject analysis
5. Special data elements
6. Tape specifications (density, tracks, labels, etc.)
7. Availability of programs for retrospective searching and selective dissemination of information (SDI)
8. Type and cost of search services offered
9. Availability.

This 181-page directory is available from
**Survey of Available Computer-Readable
 Bibliographic Data Bases**
 American Society for Information Science
 1140 Connecticut Avenue N.W., Suite 804
 Washington, D.C. 20036.

The price for the directory (ISBN 0-87715-102-4) is \$8.50, or \$7.50 for members of the American Society for Information Science.

Trends in the Microform Field

During the National Microfilm Association's annual conference and equipment exhibition this year, it was noted that many improvements and advancements had been made in the microform field. Some of the newest developments follow:

The News Letter is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded by the National Institute of Education, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of Mexico State University, Las Cruces, New Mexico.

Microform recorders weigh less (4 lbs), are less expensive, and offer such features as interchangeable drop-in constant focus lens, lamp life of up to 500 hours, side by side microfiche carriers, collapsible readers 3 1/2" x 9 3/8" x 10 1/2", and bright rear or front projection images.

Microfilm cameras, in combination with film jackets, produce microfiche that can be duplicated and distributed to students.

Microfiche duplicators quickly copy microfiche containing up to 98 pages for less than five cents.

Hard copy microform printers offer full size dry electrostatic copies or offset masters for less than five cents per page.

With libraries, schools, and materials centers expanding their facilities, it is important that advances in communications media be utilized in making educational materials available to the instructor and student alike. For further information, contact a local microform company.

Teaching Spanish is Unharmful to English Mastery

A study, conducted by R. L. Politzer and A. G. Ramirez at the Stanford Center for Research and Development in Teaching, used speech samples from Mexican American children. Sixty-seven of the children attended a monolingual school and 59 attended a bilingual school. The study had three purposes: (1) to provide data of potential use in further language error analysis and studies of the causes of error in language acquisition; (2) to provide specific data helpful in the construction of teaching materials and proficiency tests for use in teaching English to Mexican American children; (3) to determine whether bilingual and monolingual schoolings have differential effects on the number or patterning of errors.

A main finding of the study was that the cause of errors, or deviations from standard English, appeared to include the expected interference of Spanish, the improper application of the rules of standard English, and the influence of nonstandard English dialects. It was also found that the extent of deviations from standard English did not differ significantly between the children in the bilingual school and those in the monolingual school. The later finding is important since a separate study by the same authors demonstrated that bilingual education and the use of Spanish in school had certain positive effects on the Mexican American children's attitudes toward the Spanish language and toward their Mexican American background.

Camping for the Handicapped

"Research has shown that a child's ability to cope with his physical environment has a great bearing on his personal and social development. And research is beginning to show that a 'physical environment' extends far beyond the height of drinking fountains and the placement of doorknobs . . ."

Thus begins a new review of literature related to environment and the physically handicapped. Along with the review, some two dozen references with a brief

summation of the article or book are cited. The citation is complete with ordering information, and most of the information is available in either hard copy or microfiche form. To obtain a complimentary copy, write

"Environments for the Physically Handicapped"
ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403.

Eric Tools Will be Available

Leasco Systems and Research Corporation will soon be announcing the availability to the general public of the internal working publications formerly produced only for ERIC Clearinghouse network use. The ERIC TOOLS include the following:

The Title Index—an alphabetical index by title of all ED numbered accessions.

The Institutional Sources, Alphabetic Directory—lists of all of the institutional sources used to index ERIC documents (Institution or Sponsoring Agency Fields).

The Institutional Sources, Statistics, and Postings—lists the number of times each entry has been used and the accession numbers of all documents with which each is associated.

The ERIC Operating Manual—a valuable reference for anyone operating or developing a bibliographic information system.

Prices are ranging from \$15.00 to \$50.00, with discounts for annual subscriptions. For further information, please contact

Leasco Information Products
4827 Rugby Avenue
Suite 303
Bethesda, Maryland 20014.

ERIC Clearinghouse on Rural Education and Small Schools Announces The Availability of Migrant Education A Selected Bibliography (with ERIC Abstracts)

ERIC/CRESS Supplement No. 3.

April 1973

This bibliography was compiled to provide access to the latest research findings and developments in migrant education. The bibliography is a supplement to three previous CRESS publications, ED 028 011, ED 040 002, and ED 055 706, which comprise a series of bibliographies designed to provide cumulative coverage of migrant education currently announced in issues

This News Letter was prepared pursuant to a grant with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

Migrant

- ED 071 816: The Influence of Language and Ethnicity on the Measurement of Self-Concept of Spanish-Speaking Migrant Pupils. (M) MF-\$0.65 HC-\$3.29.
- ED 071 817: Title I, ESEA Migrant Education. [Idaho] State Annual Evaluation Report, Fiscal Year 1972 (School Year 1971-1972). (M) MF-\$0.65 HC-\$3.29.
- ED 071 824: Impact of Federal Programs to Improve the Living Conditions of Migrant and Other Seasonal Farmworkers. Report to the Congress by the Comptroller General of the United States. (M) MF-\$0.65 HC-\$6.58.
- ED 072 876: Achievement and Attitude Change in Michigan Migrant Education, Summer Classrooms, 1972. (J) MF-\$0.65 HC-\$6.58.
- ED 072 900: The Chicano Migrant Child. (J) MF-\$0.65 HC Not Available from EDRS.
- ED 072 903: Migrant Action Program. Annual Report, 1972. (J) MF-\$0.65 HC-\$3.29.

Outdoor

- ED 071 805: Outdoor Education. The Classroom Teacher Series in Health Education, Physical Education, and Recreation, No. 3. Revised Edition, 1970. (M) MF-\$0.65 HC Not Available from EDRS.
- ED 071 811: Planning for Resident Outdoor Education. Taft Campus Occasional Paper No. VIII. (M) MF-\$0.65 HC-\$3.29.
- ED 071 836: Relationships through Conservation. Plain Local Schools, Outdoor Education Program. (M) MF-\$0.65 HC-\$6.58.
- ED 072 584: Outdoor Education Experiences for Emotionally Handicapped Children and Youth. (J) MF-\$0.65 HC-\$6.58.
- ED 072 882: Backgrounds of Outdoor Education: A Review of Early Studies in Camping as Education. Taft Campus Occasional Paper No. IX. (J) MF-\$0.65 HC Not Available from EDRS.

Rural

- ED 070 956: Nongovernmental Social Planning in Rural Areas of the United States. (M) MF-\$0.65 HC-\$3.29.
- ED 071 792: Educational Policy and Rural Development: A Sociological Perspective. (M) MF-\$0.65 HC-\$3.29.
- ED 071 808: Cuban Rural Education: A New Strategy for Revolutionary Development. (M) MF-\$0.65 HC-\$3.29.
- ED 071 820: Sociological Correlates of Poverty and Race in a Rural Arkansas Community. (M) MF-\$0.65 HC-\$3.29.
- ED 071 839: Status of Education in Rural Virginia. (M) Not Available from EDRS.
- ED 072 878: Educational and Occupational Aspirations and Expectations of Rural Youth. (J) MF-\$0.65 HC-\$3.29.
- ED 072 880: The Quality of Rural Living. Proceedings of a Workshop. (Washington, D.C., May 5-7, 1969). (J) MF-\$0.65 HC-\$6.58.
- ED 072 881: Differences in Academic Capability Between Rural Youth Planning and Not Planning to Go to College. (J) MF-\$0.65 HC-\$3.29.
- ED 072 885: Process Analysis of Non-Graded Rural Schools in Sweden. Outline of an Evaluation Project. (J) MF-\$0.65 HC-\$3.29.
- ED 072 890: Role Models of Negro and White Rural Youth at Two Stages of Adolescence. (J) MF-\$0.65 HC-\$3.29.
- ED 072 896: Definitions and Strategies of Rural Development: A Search for Coherence and Congruity. (J) MF-\$0.65 HC-\$3.29.
- ED 072 910: National Growth: The Rural Component. (J) MF-\$0.65 HC-\$3.29.
- ED 072 911: Residential Projections and Place of Residence of Selected Louisiana Rural Youth. (J) MF-\$0.65 HC-\$3.29.
- ED 073 082: In-Service Education for Rural School Personnel. (J) MF-\$0.65 HC-\$6.58.

Small Schools

- ED 071 630: The Preparation of An Annotated Bibliographical Guide to Selected Research Studies Related to the Small College, 1965-1971. Final Report. (M) MF-\$0.65 HC-\$3.29.
- ED 071 787: Integrated Career Development Curriculum: Curriculum Statement. (M) MF-\$0.65 HC-\$6.58.
- ED 071 818: Integrated Career Development Curriculum (ICDC) Instructional Statement. (M) MF-\$0.65 HC-\$3.29.
- ED 072 550: Twelve Small California Schools. (J) MF-\$0.65 HC-\$3.29.
- ED 072 751: A Small College Information System. Report of an Administrative Improvement Project in Data Processing at Freed-Hardeman College, Henderson, Tennessee. (J) MF-\$0.65 HC-\$6.58.
- ED 072 895: Steps toward Greater Individualizing for Small Schools. Report of a Summer Institute. Report of a Long-Range Plan for Individualizing. (J) MF-\$0.65 HC-\$9.87.
- ED 072 904: Charlo Class Scheduling Plan. (J) MF-\$0.65 HC-\$3.29.

have you tRIEd lately?

Scan the following title list of selected publications that have been announced in the May (M) and June (J) 1973 issues of ERIC's RESEARCH IN EDUCATION (RIE). When you see a title of interest to you, consult the appropriate issue of RIE for the corresponding abstract. RIE also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication is not available in microfiche or hard copy from ERIC Documents Reproduction Service, an alternate availability will be cited.

If you have no access to RIE through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning RIE.

American Indian

- ED 071 505: Some Cultural and Linguistic Background Information for a Beginning Teacher on the Navajo Reservation. (M) MF-\$0.65 HC-\$3.29.
- ED 071 785: The Zunis: Self-Portrayals. (M) Not Available from EDRS.
- ED 071 810: Mahjetahwin ("The Beginning"). A Cross-Cultural Program. (M) MF-\$0.65 HC-\$3.29.
- ED 071 829: Toward Devolution in the Control of Education on a Native Reserve in Alberta: The Hobbema Curriculum Story. (M) MF-\$0.65 HC-\$3.29.
- ED 071 830: Family Participation in the Psychological Evaluation of Minority Children. (M) MF-\$0.65 HC-\$3.29.
- ED 071 831: Native American Arts and Crafts of the United States. Bibliography 1. (M) MF-\$0.65 HC-\$3.29.
- ED 071 834: Index to Literature on the American Indian, 1971. (M) Not Available from EDRS.
- ED 071 835: The American Indian in School: Answers to Questions—Advance Statistics for Management. (M) MF-\$0.65 HC-\$3.29.
- ED 071 837: Significant Literature by and About Native Americans. (M) MF-\$0.65 HC-\$6.58.
- ED 071 841: Exploration of the Generality of Self-Image Materials Across Ethnic Groups. Final Report, 1972. (M) MF-\$0.65 HC-\$6.58.
- ED 072 893: Indian Resistance: The Patriot Chiefs. Jackdaw No. A 2. (J) Not Available from EDRS.
- ED 072 899: Go My Son. For American Indians: Opportunities for Higher Education in the United States. (J) MF-\$0.65 HC-\$3.29.
- ED 072 909: Discussion of Educational Plans with Teachers by Indian and Non-Indian High School Students and Type of Subject Taught by Teachers. (J) MF-\$0.65 HC-\$3.29.
- ED 073 037: Indian Games. (J) MF-\$0.65 HC-\$3.29.

Mexican American

- ED 071 627: Chicanos and Public Higher Education in California. (M) MF-\$0.65 HC-\$9.87.
- ED 071 788: The Concept of Equal Educational Opportunity and the Chicano: Methodological Footnotes on a Study of School Systems in the Southwest. (M) MF-\$0.65 HC-\$3.29.
- ED 071 789: The Use of the Miller Analogies Test as a Screening Device for Mexican-American Graduate Students. (M) MF-\$0.65 HC-\$3.29.
- ED 071 791: The Language of the Four Year Old Chicano. (M) MF-\$0.65 HC-\$3.29.
- ED 071 813: A Primary Self-Concept Scale for Spanish-Surnamed Children, Grades K-4. (M) MF-\$0.65 HC-\$3.29.
- ED 071 814: Chicano Educational Priorities: Mindongo, Hash, or Potpourri. (M) MF-\$0.65 HC-\$3.29.
- ED 071 840: A Survey of the Literature Relevant to Spanish-Surname Rural Youth in the Southwestern States. Final Report of Phase I. (M) Not Available from EDRS.
- ED 072 164: Meeting Instructional Needs of Chicano Students. NCRIEEO Newsletter, Volume 3, Number 3, February 1972. (M) MF-\$0.65 HC-\$3.29.
- ED 072 301: The Development of a Vocational Decision Making Environmental Construct Scale for Chicano High School Students. Final Report, Phase V. (M) MF-\$0.65 HC-\$3.29.
- ED 072 883: Ethnic Characteristics as Factors in Social Modeling. (J) MF-\$0.65 HC-\$9.87.
- ED 072 892: A Chicano Perspective on Social Work Curriculum Development. Social Work Education for Economically Disadvantaged Groups in Texas. An Occasional Paper of the Consortium of Texas Schools of Social Work. (J) MF-\$0.65 HC-\$3.29.
- ED 073 210: Achievement-Motivation Patterns Among Low-Income Anglo-American, Mexican-American, and Negro Youth. (J) MF-\$0.65 HC-\$3.29.

of Research In Education (RIE) and Current Index to Journals in Education (CIJE).

Supplement No. 3 is available from
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402.

Keeping Informed on Indian Affairs

If you wish to keep informed, to find resource materials, to add to your library, and to be up-to-date on facts, opinions, reports, and ideas current in British Columbian (B.C.) Indian circles, the following list will be of interest:

The Indian Voice
201-423 West Broadway
Vancouver 10, British Columbia

"Indian Homemakers"
Association"
Monthly Editions
Subscriptions: \$3.00 per year

**National Association of Friendship
Centers Magazine**
c/o Vancouver Indian Center
1855 Vine Street
Vancouver, British Columbia

Editions every two months
No subscription fee

The Native Voice
517 Ford Building
193 E. Hastings Street
Vancouver 4, British Columbia

"Native Brotherhood of British
Columbia and Raven Society"
Monthly Editions
Subscriptions: \$3.00 per year

Nesika
2140 West 12th Avenue
Vancouver, British Columbia

"The Voice of British Columbia
Indians"
Monthly Editions
Subscriptions: free to status
Indians, \$5.00 to others (both
individuals and organizations)

Non-Status News
1027 West Broadway
Vancouver, British Columbia

"B.C. Association of Non-Status
Indians"
Monthly Editions
No subscription fee

The Indian News
400 Laurier Avenue West
Room 360
Ottawa, KIA 0H4

Free upon request

TANOW
Cultural Development Section
Indian Affairs and Northern
Development
400 Laurier Avenue West
Ottawa, Ontario, KIA 0H4

Published quarterly
\$1.00 per copy

ERIC Microfiche Notice to Subscribers

Shipments of ERIC microfiche will be made only to customers with accounts in good standing. Shipments to all customers with delinquent accounts will be suspended until payments are brought up to date.

Users within organizations with single payment authority will be impacted by this requirement if their accounts are not kept current.

Loan-A-Library

The 3M Company and the C. F. Biggs Company, Inc., of Shreveport, Louisiana, offer to loan their complete library of transparency masters to schools wishing to use them to prepare transparencies for instruction. Their masters contain programs for K-12 grades in almost every subject area. For further information, contact

Mr. Robert Lestage
C. F. Biggs Company, Inc.
1800 Market Street
Shreveport, Louisiana 71101
AC 318 425-5333.

Career Education Concept

Career Education (OE 73-00501)

A twelve-page pamphlet that discusses the need for career education and describes the Office of Education school-based model.

Advancing Career Education (OE 73-00502)

A twelve-page reprint of two American education articles: one article is on career education programs in community colleges, and the other is on the use of the computer in helping students find a suitable career.

Comments on Career Education (EO 73-00503)

Quotations from Plato to Whitney Young on a single-page foldout showing the interest in education that trains young people both to think and to earn a living.

These pamphlets about the career education concept have been prepared by the Office of Education. Complimentary copies of the pamphlets can be obtained by writing to

Public Inquiries Section
U.S. Office of Education
Washington, D.C. 20202.

Computer Bibliography Service

Research and Information Services for Education (RISE) is offering a computer bibliography service for professors and teachers. The bibliography service provides a compilation of abstracts from the ERIC documents and citations from Current Index to Journals in Education (CIJE).

Educators wanting to utilize this service should send a concise statement of the topic to be investigated; upon receiving said statement, RISE will search the ERIC files through the on-line computer system, DIA-LOG. The output of the computer is limited to 100 citations with a list of 100 additional reference numbers with the most recent documents appearing first. A week is the approximate turn-around time between receipt of the question and the time the user receives the print-out. To cover costs of processing and mailing it is necessary to charge a \$10.00 service fee for an individual's request.

Retrieval of the documents and journal articles may be requested from RISE although the ERIC materials are available at any ERIC microfiche collection and most of the journal articles can be located in a college or university library. If the article is desired, RISE will charge 10¢ per xerox page, 15¢ per reader-printer page, 20¢ per card of microfiche.

For further information please contact:

Mrs. Carolyn Trohoski
Director of Information Services
Project RISE
198 Allendale Road
King of Prussia, Pennsylvania
19406

Individualized Instruction

The annual report of the Wisconsin Research and Development Center for Cognitive Learning is now available. The report discusses a system which incorporates such practices as: team teaching, peer-group instruction, non-graded instruction, shared decision-making and differentiated staff.

A complimentary copy of the report may be obtained from the:

Wisconsin Research and Development Center
1025 West Johnson Street
Madison, Wisconsin 53706


For the Preparation of Spanish Teachers

Michigan State SEIMC Workshop Kits (En Espanol)

These kits are Spanish-language versions of eight of the Michigan State Special Education Instructional Materials Center Workshop Kits. They have been developed to assist in the training of teacher aides and other paraprofessionals whose strongest language is Spanish. The following kits are available:

- Designing an Educational Game
- Defining Objectives for the Designing of Concepts
- The Design of Critical Media
- Methods of Learning for the Educator
- Methods for Education
- The Recordings Teach
- The Games Teach
- Simulation of Teaching

Examination, Evaluation, and Use of Instruction Materials (En Espanol)



These two booklets (manuals for the teacher and the student) provide an extensive and detailed guide for teaching a college course, a workshop, or a short course.

The design of the instructor's manual allows the teacher to utilize all the material step by step or by sections, according to the requirements of the particular class. Completeness and flexibility are the basis of the design for the book.

The student's manual contains laboratory exercises and bibliographies and other reference materials. Also included are teaching aids and suggestions for the selection of films, recordings, and filmstrips.

Bilingual-Bicultural Materials

This notebook provides an annotated listing of bicultural/bilingual materials for use with children whose basic language is Spanish. The publication is divided into three sections: child-use curriculum materials, evaluative instruments useful in making assessments

of Spanish-speaking children, and reference sources and bibliographies. All three sections should prove useful to the special educator.

For further information, write to

Special Education Instructional
Materials Center Library
213 Bailey Hall
Lawrence, Kansas 66044.

Bilingual Education for American Indians

The first annual National Bilingual Education Conference (NIBEC) was held in April 1973 in Albuquerque, New Mexico. Governor Robert Lewis of the Zuni Pueblo opened the conference by challenging the 360 delegates to meet the language needs of all Indian children. Participants from 21 states and provinces of Canada and South America discussed the principal aspects of bilingual education for American Indians. In workshop fashion information was exchanged, questions were raised, and suggestions were made concerning these five categories: administration, instruction strategies, staff development, community participation, and materials development. The 50 sessions were recorded by the Navajo student teachers from the Sanostee Bilingual School and were summarized by the NIBEC committee.

The **Proceedings** will include an explanation of the NIBEC, its purposes and plans for the future. The names and addresses of the newly-elected NIBEC committee will be listed along with the time and place of the second annual NIBEC. Also included are the names and addresses of the participants from more than 50 Indian schools where bilingual education is being practiced or currently initiated.

Complimentary copies of the **Proceedings** are available from:

Robert Rebert
Language Arts Branch
Indian Education Resources Center
P. O. Box 1788
Albuquerque, New Mexico
87103

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

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News Letter

Volume 8, Number 3

Fall 1973

Denise Marie DeValle, Editor

THE SIXTEEN-POINT PROGRAM

In November of 1970 the United States Government, as a responsible employer, was committed to the Sixteen-Point Program to assure equal opportunities in Federal employment for Spanish-surnamed Americans.

The Civil Service Commission issued specific guidance to agencies on steps required to see that the program would be effectively carried out. With the completion of one year of working with the agencies to accomplish the goals stated in the President's directive, the Civil Service Commission initiated a special study to assess overall progress and to evaluate fully actions taken in support of the program, both at the headquarters level and in the field. Information for the study was obtained primarily from department and agency progress reports and from a series of reviews by Commission representatives at various Federal field installations.

Findings and recommendations for improvement were based on the series of evaluations. The review of agency actions in support of the Sixteen-Point Program showed mixed results. While many positive actions in support of program objectives were noted, these actions were largely piecemeal and did not represent the concerted effort required to achieve overall program objectives. A number of problems were identified; chief among these problems was the lack of demonstrated commitment to the program in some agencies, generally reflected in the absence of strong leadership and specific guidance to subordinate units from the headquarters levels which caused a lack of understanding of the program at the field installation level.

In addition, the November 30, 1971, survey of minority employment in the Federal Government showed Spanish-surnamed employment increased by 1,268 positions since November 1970, the first year of the Sixteen-Point Program. Although this gain was the largest for any group covered by the minority survey during the one-year period, overall Spanish-surnamed representation remained at 2.9 percent.

Although the progress noted above has been limited in terms of net gains in the number of Spanish-surnamed employees in the Federal work force, there are indications that a firm foundation for further progress has been established.

The Sixteen-Point Program and the most recent action taken on each point are as follows:

Point 1. Appoint a full-time official in the Civil Service Commission who will provide advice and assistance on matters relating to Spanish-surnamed population to assure full application of the EEO program in all Federal agencies to this group.

Action: Mr. Gene Costales, the present Director of the Federal Government Spanish-Speaking Program, is working closely with the Commission's top staff and with Federal agencies in providing leadership, advice, and assistance concerning the program.

Point 2. Begin an intensified drive to recruit Spanish-surnamed persons, particularly for identified public contact positions, in areas of heavy Spanish-speaking population, including the Southwestern states and in Chicago, Detroit, and New York, and certain other major metropolitan areas.

Action: Agencies have identified a variety of public contact positions where knowledge of the Spanish language is a significant asset in areas of large Spanish-speaking population. A list of these positions include: Social Security Representative, Taxpayer Service Representative, Veterans Benefits Counselor, Minority Enterprise Representative, and others. Agencies have also conducted intensified searches to recruit Spanish-surnamed persons for these and other positions.

Point 3. Use specialized recruitment teams, to include Spanish-speaking persons, for college recruitment, particularly at colleges with heavy Spanish-speaking enrollments.

Action: Although overall agency recruitment efforts have declined in the face of employment cutbacks and budget limitations, major agencies presently recruiting at colleges with heavy Spanish-speaking enrollments have Spanish-speaking employees on their recruitment teams.

Point 4. Begin work immediately with OEO, DHEW, HUD, Labor to find ways to enhance opportunities at all levels for Spanish-surnamed Americans in programs dealing with the Spanish-speaking population as well as in other programs and in key occupations.

Action: In conjunction with the Cabinet Committee on Opportunities for Spanish-Speaking People, we (the commission) have participated in a series of Regional Council Conferences. The objective of these conferences was to undertake a comprehensive assessment of the extent of Federal responsiveness to the Spanish-speaking communities in the regions.

These meetings gave us (the Commission) an opportunity to further emphasize the Sixteen-Point Program to the Federal agencies involved in the Regional Councils, including Labor, Housing and Urban Development, Department of HEW, Department of Transportation, and the Office of Economic Opportunity.

Point 5. Step up recruitment for Cooperative Education Program at colleges with significant numbers of Spanish-speaking students to permit entry from FSEE registers without the necessity of a written examination.

Action: We (the Commission) published guidance to Federal agencies encouraging the establishment or expansion of Cooperative Education Programs at colleges with significant numbers of Spanish-surnamed students. This has been done by a number of agencies which have increased their participation in Cooperative Education agreements with such colleges and universities. In November 1972, a listing of colleges and universities having significant enrollments of Spanish-surnamed students was developed and provided to the Regional offices to assist them in informing agencies of potential recruitment sources.

Point 6. Emphasize to Federal agencies availability of selective placement on bilingual basis so Spanish-speaking persons may be reached for appointment to positions dealing with the Spanish-surnamed population.

Action: Selective placement is the means by which an individual with special skills can be given special consideration for a position which requires knowledge of these skills. We (the Commission) have encouraged agencies . . . to use selective placement on a bilingual basis so that Spanish-speaking persons can be appointed to public contact positions where these skills are desirable. Meetings held in February and March 1973 between members of the Civil Service Commission, the Cabinet Committee on Opportunities for Spanish-Speaking People, and the Social Security Administration reemphasized the use of selective placement methods for filling positions requiring bilingual ability in conjunction with new positions authorized by the Social Security Amendment of 1972.

Point 7: Hold an EEO conference of Federal managers and equal opportunity officials in the Southwest designed to assure equal opportunity for Spanish-speaking persons in employment and upward mobility in Federal agencies.

Action: We (the Commission) expanded on this point, and held four separate conferences in regions with large concentrations of Spanish-speaking persons in employment and upward mobility in Federal agencies.

Point 8. Develop plans for Federal agencies under CSC area office leadership to work with high schools in Spanish-speaking areas to make known job opportunities in the Federal Government and to counsel and encourage students to stay in school.

Action: In cooperation with Civil Service Commission offices and inter-agency groups, such as Federal Executive Boards, agencies have reinforced their contacts with high schools in Spanish-speaking areas through an increased number of Career Days and other school visits. In addition, many agencies have sponsored visits to schools by minority employees for the purpose of showing students the advantage of completing their education.

Point 9. Hire for summer employment in Federal agencies high school and college teachers from schools serving Spanish-speaking students to give them understanding of the Federal Government which they can relate to students.

Action: A number of agencies employed Spanish-surnamed high school and college teachers during the past summers. Although most of those hired were in the field, a significant number were employed in the Washington area, so that faculty participants could return to their classrooms with a broad understanding of government operations from the central office level.

Point 10. Make special effort to inform Spanish-surnamed veterans of availability of non-competitive appointments for Vietnam Area Veterans including GS-5 level.

Action: We (the Commission) have initiated and are continuing a series of actions to assure that Spanish-surnamed veterans are informed about non-competitive appointment opportunities in the Federal Government.

Acquired names of returning Spanish-surnamed veterans and informed them of the VRA Program. In addition, these lists have been distributed to agencies for consideration in filling positions through use of the Veterans Readjustment Appointment Authority.

Point 11. Require Federal agencies to review their EEO action plans and minority employment figures and make any necessary revisions to assure the full applicability of the plans to the Spanish-surnamed population.

Action: As required by the equal Employment Opportunity Act of 1972 all agencies have submitted Equal Employment Opportunity Plans of Action for the review. After the initial review for legal requirements, the EEO plans have been given in-depth reviews involving a comprehensive analysis of the plan by several CSC offices, including the Spanish-Speaking Program Office. Final approval of several agency plans was withheld because of lack of sufficient emphasis to the Sixteen-Point Program. Notifications to the agencies informed them of modifications we (the Commission) felt were needed to make them more effective.

Point 12. Review with agencies the staffing of EEO programs to make sure that there is understanding in the program of the special problems of the Spanish speaking.

Action: Federal Personnel Manual Letter 713-18, dated January 23, 1973, directed agencies to appoint Sixteen-Point Program Coordinators to serve as the principal staff advisors and focal point for program direction. As of May 15, 1973, 80 headquarters and field installation Sixteen-Point Program Coordinators had been designated.

This News Letter was prepared pursuant to a grant with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

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Scan the following title list of selected publications that have been announced in the July (J) and August (A) 1973 issues of ERIC's RESEARCH IN EDUCATION (RIE). When you see a title of interest to you, consult the appropriate issue of RIE for the corresponding abstract. RIE also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy from ERIC Documents Reproduction Service (EDRS).^{*} If a publication is not available in microfiche or hard copy from EDRS, an alternative availability can be obtained in the appropriate issue of RIE.

If you have no access to RIE through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the publications not available from EDRS or with subscription information concerning RIE.

American Indian

- ED 073 874: Program Assessment: University Without Walls, "Flaming Rainbow," Tahlequah, Oklahoma. (J) MF-\$0.65 HC-\$3.29.
- ED 073 886: Evaluation of DHEW Health Manpower Training Programs Relative to Indians. Final Report. (J) Not Available from EDRS.
- ED 073 890: An Examination of Factors Responsible for Low Achievement in Indian Elementary School Students. Part I. (J) MF-\$0.65 HC-\$3.29.
- ED 073 894: A Comparison of Attitudes and Values Between Indians and Non-Indians in an Institution of Higher Education. (J) MF-\$0.65 HC-\$3.29.
- ED 073 897: HEW and State Responsibilities to Indian Education. (J) MF-\$0.65 HC-\$3.29.
- ED 073 900: Theoretical Construct of the Ideal School System for American Indians . . . Kindergarten Through Life. (J) MF-\$0.65 HC-\$3.29.
- ED 073 901: A Study of Effectiveness of Existing Native American Studies Programs in Selected Universities and Colleges. (J) MF-\$0.65 HC-\$3.29.
- ED 075 121: American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. (A) MF-\$0.65 HC-\$3.29.
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- Measurement and Testing Considerations for Native American Education. (A)
- The Testing of Native Americans. (A)
- Both of the above titles are available in ED 075 449, Invitational Conference on Measurement in Education: Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I. (A) MF-\$0.65 HC-\$3.29.
- ED 075 648: Introducing the Small Business Management Course. (A) MF-\$0.65 HC-\$3.29.

Mexican American

- ED 073 869: Selected Materials on the Chicano. (J) MF-\$0.65 HC-\$3.29.
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- ED 075 504: An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English Second Language Program of a Spanish-English Bilingual Education Project. (A) MF \$0.65 HC \$3.29.
- ED 075 626: Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans (A) MF \$0.65 HC \$3.29.

Migrant

- ED 073 877: A Directory of Migrant Health Projects Supported Under the Migrant Health Act. (J) MF \$0.65 HC \$3.29
- ED 075 110: Migrants, Sharecroppers, Mountaineers. Volume II of *Children of Crisis*. (A) Not Available from EDRS.
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- ED 075 151: Migrant Education Administrative Handbook. Revised April 1973. (A) MF \$0.65 HC \$3.29.
- ED 075 160: A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. (A) MF \$0.65 HC \$3.29.
- ED 075 162: Migrant Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. (A) MF \$0.65 HC \$3.29.

Outdoor

- ED 073 903: Outdoor Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2. (J) MF \$0.65 HC \$3.29.
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- ED 073 945: A Guide to Ohio Outdoor Education Areas. (J) MF \$0.65 HC \$3.29.
- ED 074 022: Outing Activities and Winter Sports Guide. (J) MF \$0.65 HC Not Available from EDRS.
- ED 074 038: Cooperative Programming of Learning Experiences Through Outdoor-Environmental Education. (J) MF \$0.65 HC \$3.29.
- ED 075 115: An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. (A) MF \$0.65 HC \$3.29.
- ED 075 120: A Teachers' Guide for the Outdoor School Program. (A) MF \$0.65 HC \$3.29.
- ED 075 138: Photography in Outdoor Education. (A) MF \$0.65 HC \$3.29.
- ED 075 139: Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs. (A) MF \$0.65 HC \$3.29.
- ED 075 140: A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). (A) MF \$0.65 HC \$3.29.

Rural

- ED 073 861: Career Education Handbook for Rural School Administrators. (J) MF \$0.65 HC \$3.29.
- ED 073 878: Inequality: A Portrait of Rural America. (J) MF \$0.65 HC \$3.29.
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- ED 075 112: Rural Development: 1971—A Year of Listening and Watching the Development of the Growing Consensus that Something Must be Done for the People of the American Countryside. (A) MF \$0.65 HC \$3.29.
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- ED 075 147: Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living. (A) Not Available from EDRS.
- ED 075 150: The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain? (A) MF \$0.65 HC \$3.29.
- ED 075 155: Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972). (A) MF \$0.65 HC \$3.29.
- ED 075 159: Rural Improvement Project (RIP). (Summary and Final Evaluation Report.) (A) MF \$0.65 HC \$3.29.
- ED 075 591: A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report. (A) Not Available from EDRS.
- ED 075 610: Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. (A) MF \$0.65 HC \$9.87.

Small Schools

- ED 073 863: Small Schools Can Be Better Schools by Building on Their Strengths. (J) MF \$0.65 HC \$3.29.

Point 13. Provide additional training programs on EEO and personnel management for Federal managers in areas of Spanish-speaking population.

Action: Civil Service Commission headquarters and regional offices have conducted a substantial number of courses and seminars for managers on the Sixteen-Point Program. In addition, the Commission's Regional Training Centers have emphasized the Sixteen-Point Program in all training courses for Federal managers and supervisors on equal employment opportunity and personnel management. Several special courses, such as "EEO and the Spanish Surnamed" and newly-designated courses for Sixteen-Point Program Coordinators have been developed.

Point 14. With the Department of Labor, explore the feasibility of establishing an Intergovernmental Training Facility for upward mobility and skills training for Federal, state and local careers in the Southwest, probably in San Antonio.

Action: The training facility is now a reality. With a Department of Labor allocation of \$432,000, the Intergovernmental Training Facility began operation in January 1972, at a site on the campus of the University of St. Mary's in San Antonio, Texas.

Point 15. Collect necessary data and broaden analysis of minority statistics to bring out special information relating to employment and upward mobility of Spanish-surnamed persons in the Federal Government.

Action: The Commission's report on the November 1972 census of minority employment in the Federal Government added a section dealing with an analysis of Spanish-surnamed employment in the Federal Government. In addition, preparation is being made to show more detailed statistics on all minority groups, including promotions, selections for training, separations, and new hires.

Point 16. Require EEO reports from agencies to reflect special information on Spanish-surnamed persons and include in the CSC agenda for EEO evaluation questions directed at particular problems relating to employment and upward mobility of Spanish-surnamed persons.

Action: Approximately 50 reviews are conducted monthly by the commission, the majority of which include coverage and recommendations on equal employment opportunity. The Commission's Office of the Spanish-Speaking Program has been in continuous contact with agencies' headquarters officials to assure that guidance on the Sixteen-Point Program reaches the local levels where it must make its major impact.

NOTE: Compiled from materials furnished by the Office of the Spanish Speaking U.S. Civil Service Commission, Washington, D.C.

Issues in Rural Education: Student Transportation
by
Patricia Stans
ERIC/CRESS Research Associate

In many rural areas, the task of transporting a student between home and school takes on major propor-

tions. The transportation problems are aggravated in some cases by great distances, many bus stops with just a few students at each stop, and roads with access restricted by weather conditions. Some student transportation problems are simply results of the nature of rural areas but others can be overcome by reasonable planning.

The first problem to be considered is that of school bus routes. Are buses routed as efficiently as possible within the school district? A district-wide routing system, developed by a transportation expert, may show some overlapping of existing routes and may also provide information on alternate routes that will cover the geographic area more effectively and efficiently. The consideration of alternate routes may offer some advantages. One possibility is the use of more all-weather roads. Another advantage is that the district-wide view of bus service will force a consideration of changes in population density. We must guard against the tendency to route a bus a particular way simply because it has always gone that way before. We must be willing to use new information to change old ways.

Another important aspect of bus routing is safety. Some recent, nationally reported accidents involving trains and school buses have made people more aware of the necessity of choosing the safest possible route to a school. We are all very concerned about the safety features of our private vehicles. We have seat belts and padded dashboards, and we have the brakes and lights checked periodically. Yet, how many of us are as concerned about the vehicles used to transport children to school? In any consideration of safety, we must look at the vehicle itself. How safe are the children? Do they have seat belts and padded dashboards? Are the school buses periodically inspected? We cannot afford to neglect school bus safety any longer. Children's lives depend on our concern.

We can do very little about the distances many rural children must travel to school, but we can do something about the method of transportation. Improving student transportation will take careful planning and concentrated efforts.

Rural Sociologists Look at New Programs in Rural Education

A section of the 1973 Annual Meeting of the Rural Sociological Society, held at the Center for Adult Education at the University of Maryland in August, emphasized "New Developments of Education in Rural America." This session was chaired by Everett D. Edington, Director of ERIC/CRESS.

The past few years have shown a marked increase in interest in rural education by some members of the society. At the Rural Education Section meeting, the following presentations were given:

"National Migrant Record Transfer System" by Pat Hogan, Program Officer, Migrant Education, USOE.

"Rural Future Development Strategies in Rural Education" by Rowan Stutz, Rural Education Program, Northwest Educational Development Laboratory, Portland, Oregon.

"Rural Emphasis in Experimental Schools Program" by Robert Binswanger, Director, Experimental Schools Program, National Institute of Education, Washington, D.C.

"How the Researcher in Rural Education Can Use ERIC" by Betty Rose D. Rios, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces.

Discussants:

Bill Kuvlesky, Department of Rural Sociology, Texas A&M, College Station.

Lewis R. Tamblyn, Executive Secretary, Rural Education Association, National Education Association.

Bob Stephens, Educational Administration, University of Maryland, College Park.

John Dunkelberger, Department of Agricultural Economics and Rural Sociology, Auburn University, Auburn, Alabama.

Minority Group Barrier

The Southwest Program Development Corporation of San Antonio, Texas, has been selected by the Health Resources Administration, Department of Health, Education and Welfare, to do a study of minority group barriers to allied health careers in the Southwest.

Purposes of the study:

- (1) To identify barriers which tend to prevent entry into and completion of allied health education programs by American Indians, Black Americans and Spanish Americans in the Southwest.
- (2) To develop recommendations to reduce and eliminate the identified barriers, thereby promoting increased participations of minorities in allied health professions.

Methodology to be Employed:

Phase I—Collect, analyze, and summarize available information and literature on the extent to which minority group barriers exist in the area of allied health education.

Phase II—Develop study methodology consisting of a survey questionnaire, interviews, and conferences at selected sites.

Phase III—Implement study methodology, collect and analyze data, and prepare final report and recommendations.

The study area includes Arizona, Southern California, Colorado, New Mexico, Oklahoma, and Texas. The study will last approximately 24 months. For further information contact

Mr. Jude Valdez
Southwest Program Development Corporation
P.O. Box 5600
San Antonio, Texas 78201.

"Education on Indian Terms"

"Education on Indian Terms" is the theme for the 5th annual American Indian Education Association Conference to be held the 14, 15, and 16 of November 1973, at the Marc Plaza Hotel in Milwaukee, Wisconsin. Over one thousand participants are expected. A Spiritual Leader, persons involved in Indian education, and other dignitaries will address the conference. Open discussions, group sessions, and displays of Indian education materials will be part of the agenda.

Bibliographies Available through EDRS

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 121 (MF \$.65, HC \$16.45)

Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2. ED 073 903 (MF \$.65, HC \$6.58)

These CRESS publications were announced in the **News Letter**, Vol. 8, No. 1, Spring 1973. The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 was listed as the availability; however, the prices and stock numbers are unavailable from GPO at this time.

The documents are now available by ED number from
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ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
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Telephone: (505) 646-2623

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